

**Kentucky Family Literacy  
PROGRAM QUALITY INDICATORS  
2006-07**

**Goal of Kentucky Adult Education Family Literacy Programs:** “To break the cycle of under-education and poverty through integrated family literacy programs of sufficient quality, intensity, and duration to move families toward self-sufficiency.”

<b>SUBJECT</b>	<b>Performance</b>	<b>Expectation</b>	<b>Time Period</b>	<b>Measures</b>
<b>Enrollment</b>	Kentucky Adult Education family literacy enrollment goals shall be based on enrolling .5% of the target population (Levels 1 and 2) in every county or 20 families – whichever is higher - for 2006-2007.	100%	Per program year	AERIN
Adult enrollment	Adults are officially enrolled in family literacy after 12 hours, which shall include completing an approved enrollment assessment, two hours of parenting, two hours of facilitated PACT and two hours of un-facilitated PACT.			AERIN
Child enrollment	Children are officially enrolled along with their respective parent(s)/guardian(s).			AERIN

<b>SUBJECT</b>	<b>Performance</b>	<b>Expectation</b>	<b>Time Period</b>	<b>Measures</b>
<b>Adult Education</b>	Adults shall meet NRS educational, employment and postsecondary goals.	NRS performance levels for educational, employment and postsecondary goals.	Within the program year	NRS goals as recorded in AERIN.
<b>Child Education, Age Birth-18</b>	Children improve in language and literacy skills, reading readiness, reading, writing, numeracy and developmental areas as tracked by the child's educational agency, program, parent/guardian or medical or social work professional.	80% of children show progress in one or more areas	Within the program year	Form signed by parent/guardian, teacher, medical or social work professional. Form shall be accessible in student file.
<b>Parenting Education</b>	Minimum of two hours per month facilitated by family literacy program staff in which parents improve their ability to support the educational growth of their children and their preparation for success in school. Parents strengthen their knowledge and skills in supporting their children's language and literacy skills, reading readiness, reading, writing, numeracy and developmental areas. Outcomes include parents helping more frequently with school, increasing contact with children's teachers, being more involved in children's school activities.	50% of parents	Per month during the program year	AERIN

<b>SUBJECT</b>	<b>Performance</b>	<b>Expectation</b>	<b>Time Period</b>	<b>Measures</b>
<b>Parent and Child Together Time (PACT)</b>  <b>Facilitated PACT</b>	<p>Minimum of two hours per month facilitated by family literacy program staff or partnering agency in which parents and children improve their ability to learn together by participating in interactive literacy activities, such as reading to children, visiting the library and purchasing books or magazines.</p> <p>Goal: “improve speaking, listening, reading, and writing skills of parents and children through play” (Jacobs, 2004) Purposeful time to: “increase and facilitate meaningful parent child interactions focused primarily on language and literacy development in a high-quality learning environment where they can learn and play together” (Jacobs, 2004)</p>	50% of parents and children (families)	Per month during the program year	AERIN

<b>Un-facilitated PACT</b>	<p>Minimum of two documented hours per month, independent of family literacy program staff or partner facilitation. Parents apply strategies, tools and techniques learned throughout the program, and particularly practiced in facilitated PACT, within the family's home environment.</p> <p>Parents and their children improve their ability to learn together by participating together in interactive literacy activities, such as reading to children, visiting the library and purchasing books or magazines.</p> <p>The amount of time children spend together with their parents has been correlated to children's academic achievement. (Eliot, 1999) Other benefits include greater emotional and social growth that fosters attachment, resilience, and protective factors necessary for their development. (Werner, 1996; Powell, 2004; Pianta, 2004)</p>	50% of parents and children (families)	Per month during the program year	<p>AERIN</p> <p>Records shall be documented and accessible in student file.</p>
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